

Identifying Outcomes

This tip sheet will help you specify your program outcomes when developing your logic model.

Outcomes are the benefits, results, or changes that you expect to occur for the target population during or after your program activities. Outcomes are not indicators. Indicators do not go into your logic model. Clarifying and specifying your outcomes is a crucial step before you identify and select indicators to measure and track them.



Outcomes usually...

- Represent the results or impacts that occur because of program activities and services
- Are within the scope of the program's control or sphere of reasonable influence, as well as the timeframe you have chosen for your logic model
- Are generally accepted as valid by various stakeholders of the program
- Logically link with and relate to program activities
- Examine change over time and should indicate directionality (i.e., an increase or decrease in change over time)
- Are measurable using indicators
- Can be more than violence outcomes or related risk and protective factors for violence
- Include implementation, partnership, or planning results

Types of Outcomes

Outcomes usually fall into these common categories. See the following table for examples.



Changes in learning (e.g., knowledge, attitudes, skills)



Changes in actions (e.g., behaviors, procedures, practices)



Changes in conditions or status as a result of actions (e.g., social, economic, health)

Outcomes type	Individual	Organizational	Inter-organizational	Community or systems
Knowledge: What they know Skills: What they can do	Knowledge (e.g., ways to prevent sexual violence) Conflict resolution (e.g., problem-solving skills)	Staff capacity Organizational capabilities	Right mix of capabilities from partnership, alliances, or collaboration	Awareness (e.g., knowledge that sexual violence occurs)
Attitudes, Norms, or Beliefs: What they think or believe	Attitudes about intervening Gender-based beliefs (e.g., condone hostility towards women)	Organizational culture and values	Agreed-upon agenda	Social norms, beliefs, or values (e.g., weak sanctions against sexual violence)
Behaviors: What they do or choose to do	Sexual risk taking (e.g., early sexual initiation) Substance use (e.g., binge drinking)	Organizational practices (e.g., leadership, management, communication, data-driven)	Participation, communication, engagement, or commitment	Development, adoption, implementation, or enforcement of practices or policies (e.g., community watch groups)
Conditions or Status: What the current circumstances are	Education attainment (e.g., engagement in school) Socio-economic status (e.g., employment status)	Organizational policy, culture, or strategies to require specific practices, ensure service quality, or set direction (e.g., sexual harassment policy)	Strong relationships Alignment of efforts change in roles, authorities, or responsibilities	Changes in social or economic policy or environmental conditions (e.g., equal economic opportunities, consent policy) Changes in violence rates

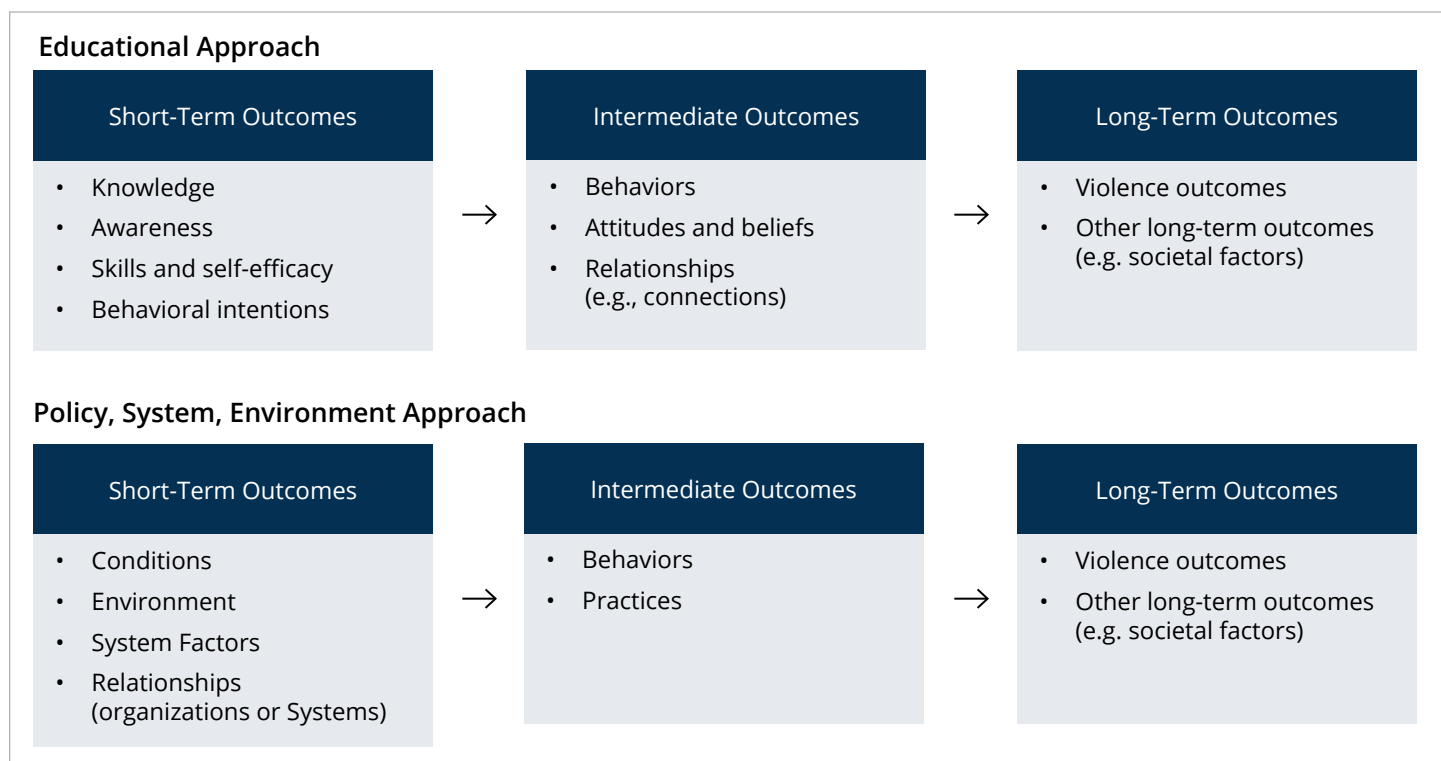
Sequencing Outcomes

The sequence and timeframe in which you can observe changes in these outcomes depends on the type of prevention approach. Consider the theory of change when you sequence your outcomes. See *Figure 1* for an example of sequencing for educational and policy, system, or environmental change approaches.

For example, educational approaches generally change knowledge or skills, which lead to behavior change. Enough behavior changes result in improvements in relationships and conditions (social and physical environment), which result in improvements in violence and health outcomes.

Policy, system, or environmental change approaches aim to modify policies, systems, and environments in a specific community to reinforce and promote healthy behaviors, choices, and practices. This typically involves working to change laws, policies, or physical settings, which include places where people work, live, and play (e.g., school, worksite, hospital). Policy efforts may consist of analyzing or reviewing current policies, identifying best practices, and educating decision-makers.

Figure 1



For examples of outcomes for different violence prevention approaches, see the Approach Summary Search Tool on **Violence Prevention in Practice**.

<https://vetoviolence.cdc.gov/apps/violence-prevention-practice/approach-search#!/>



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